



## Woodland Elementary

1730 Gibb Shoals Rd.

Greer, SC 29650

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,185 Students	
<b>Principal</b>	Wanda G. Mote	864-355-0400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Below Average
2007	Good	Good
2006	Good	Below Average
2005	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

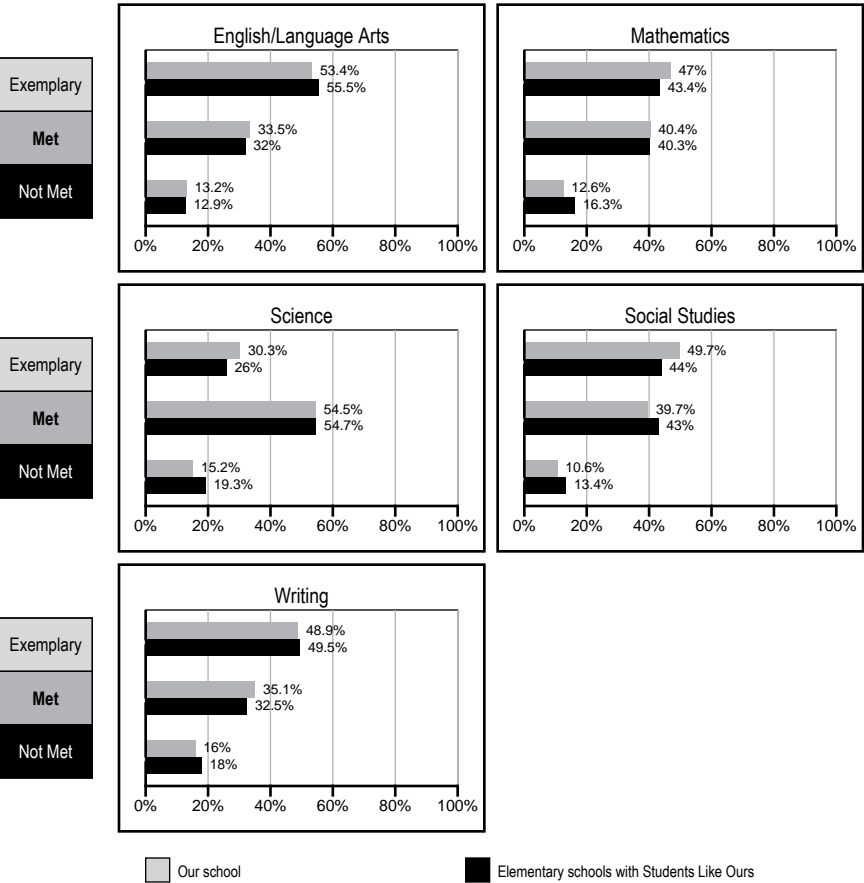
92.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	5	3	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=1,185)</b>				
First graders who attended full-day kindergarten	97.5%	Up from 88.0%	100.0%	100.0%
Retention rate	3.3%	Up from 1.4%	1.4%	1.9%
Attendance rate	96.8%	No Change	96.7%	96.3%
Eligible for gifted and talented	16.9%	Up from 15.1%	19.2%	10.0%
With disabilities other than speech	6.9%	Up from 6.0%	5.6%	7.7%
Older than usual for grade	0.4%	Up from 0.3%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=71)</b>				
Teachers with advanced degrees	49.3%	Down from 54.7%	61.7%	59.4%
Continuing contract teachers	80.3%	Down from 82.8%	80.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 89.2%	87.6%	85.9%
Teacher attendance rate	96.5%	Up from 95.6%	95.4%	95.1%
Average teacher salary*	\$45,431	Down 0.8%	\$48,927	\$47,149
Professional development days/teacher	5.6 days	Down from 9.0 days	11.3 days	11.1 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	2.5	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 20.7 to 1	19.9 to 1	18.8 to 1
Prime instructional time	93.1%	Up from 91.1%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Down from 99.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,396	Up 5.0%	\$6,784	\$7,458
Percent of expenditures for instruction**	72.0%	Down from 74.0%	70.5%	68.8%
Percent of expenditures for teacher salaries**	67.5%	Down from 69.2%	64.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Woodland Elementary School serves 1150 students in grades kindergarten through fifth from a variety of cultural backgrounds. Each member of our professional teaching staff is highly qualified as defined by NCLB. Fourteen of our teachers are National Board Certified, and forty-four hold Masters degrees or higher. To better meet the unique learning needs of our children, our teachers and administrative staff regularly participate in intensive staff development opportunities designed to more effectively support and enhance our classroom instructional program. We continually investigate research-based "Best Practices" that can be utilized to move student achievement forward. Technology integration and training remain a priority for our staff.

Parent involvement is crucial to a child's success in school. Through our PTA and SIC, we continue to explore a variety of ways to further develop our parental involvement program. Our PTA works tirelessly to recruit and involve parents in a variety of settings and activities. Utilizing the skills, talents, and training of our parents and volunteers further extends our total program effectiveness.

School-wide student achievement progress was measured this year through MAP (Measures of Academic Progress). Target RIT growth goals were met and/or exceeded across the board in reading, language, and math for students in grades 2-5.

We are indeed fortunate at Woodland to be supported by many dedicated families and community members. The PTA and SIC continue to provide volunteer services that enable us to enjoy opportunities and access to resources that would not otherwise be possible. We share a vision and belief that every child can achieve to their maximum potential if provided opportunities, support, encouragement, and love. We remain committed to that end.

Wanda G. Mote, Principal  
Denise Burnitz, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	195	162
Percent satisfied with learning environment	98.3%	88.9%	89.3%
Percent satisfied with social and physical environment	98.3%	87.4%	89.9%
Percent satisfied with school-home relations	100.0%	90.1%	85.5%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 29 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	584	99.7	13	33.5	53.5	93	84	82.8	Yes	Yes
<b>Gender</b>										
Male	293	100	14.1	36	49.8	91.2	80.8	79.3	N/A	N/A
Female	291	99.3	11.9	30.9	57.2	95	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	400	99.5	6.5	31.6	61.9	97.2	89.5	89.5	Yes	Yes
African American	56	100	26.9	46.2	26.9	84.6	72.7	73.7	Yes	Yes
Asian/Pacific Islander	21	100	10	15	75	100	93	92.3	I/S	I/S
Hispanic	95	100	30.8	38.5	30.8	80.2	74.8	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	74	100	37.1	31.4	31.4	77.1	52.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	112	100	28.8	35.1	36	82	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	192	100	27.7	42.4	29.9	83.1	74.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	584	99.8	12.6	40.4	47	92.2	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	293	100	12.7	38.2	49.1	91.5	79.6	77	N/A	N/A
Female	291	99.7	12.5	42.7	44.8	92.8	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	400	99.8	7	38	55	97.2	87	87.2	Yes	Yes
African American	56	100	32.7	42.3	25	76.9	66.3	66.7	Yes	Yes
Asian/Pacific Islander	21	100	N/AV	N/AV	N/AV	100	94.3	93	I/S	I/S
Hispanic	95	100	25.3	48.4	26.4	80.2	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	74	100	41.4	32.9	25.7	71.4	48.1	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	112	100	24.3	40.5	35.1	82.9	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	192	100	25.4	48.6	26	81.9	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	389	100	15.2	54.5	30.3	84.8	71.3	67.5
<b>Gender</b>								
Male	199	100	12	56	31.9	88	70.8	67
Female	190	100	18.4	53	28.6	81.6	71.8	68
<b>Racial/Ethnic Group</b>								
White	264	100	9.3	55.4	35.3	90.7	79.5	79.5
African American	40	100	41.7	47.2	11.1	58.3	53	50.3
Asian/Pacific Islander	13	100	15.4	38.5	46.2	84.6	86.9	84.3
Hispanic	63	100	21.7	56.7	21.7	78.3	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	53	100	37.3	49	13.7	62.7	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	73	100	23.3	53.4	23.3	76.7	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	118	100	28	55.1	16.8	72	57.5	55.1

**Social Studies**

All Students	383	100	10.8	39.6	49.6	89.2	75.7	72.3
<b>Gender</b>								
Male	198	100	7.9	36.6	55.5	92.1	75.1	71.5
Female	185	100	14	42.7	43.3	86	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	266	100	6.6	37.5	55.9	93.4	81.7	80.7
African American	33	100	25.8	54.8	19.4	74.2	61.5	60
Asian/Pacific Islander	14	100	7.1	21.4	71.4	92.9	88	88.5
Hispanic	62	100	20	45	35	80	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	44	100	23.8	35.7	40.5	76.2	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	72	100	16.7	44.4	38.9	83.3	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	133	100	20.3	47.2	32.5	79.7	63.9	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	584	99.8	16	35.1	48.9	84	72.9	70.2	96.8	96.5
<b>Gender</b>										
Male	293	100	20.4	38.9	40.7	79.6	66.4	63.2	97	96.4
Female	291	99.7	11.7	31.2	57.1	88.3	79.7	77.5	96.6	96.5
<b>Racial/Ethnic Group</b>										
White	400	99.8	8.7	33.6	57.7	91.3	80.5	79.1	96.8	96.3
African American	55	100	28.8	40.4	30.8	71.2	57.1	57.6	97.1	96.5
Asian/Pacific Islander	21	100	15	15	70	85	87.3	86.2	97.3	97.6
Hispanic	96	100	36.6	41.9	21.5	63.4	61.3	62.6	96.7	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	88.9	95.2
<b>Disability Status</b>										
Disabled	61	100	37.3	42.4	20.3	62.7	28.4	26.1	96.6	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	114	100	34.5	35.4	30.1	65.5	60.5	61.2	96.9	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	185	99.5	32.6	41.1	26.3	67.4	58.8	58.9	96.2	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	195	99.5	10	23.2	66.8	90
	4	189	100	17.6	36.3	46.2	82.4
	5	200	99.5	11.6	41.3	47.1	88.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	195	100	17.3	30.4	52.4	82.7
	4	189	100	7.7	45.6	46.7	92.3
	5	200	99.5	12.7	45.5	41.8	87.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	98	100	14.4	46.4	39.2	85.6
	4	189	100	13.2	56	30.8	86.8
	5	102	100	19.6	59.8	20.6	80.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	97	100	6.4	20.2	73.4	93.6
	4	189	100	9.9	51.1	39	90.1
	5	97	100	17.2	36.6	46.2	82.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	195	100	14.6	25	60.4	85.4
	4	188	99.5	20.2	43.2	36.6	79.8
	5	201	100	13.5	37.5	49	86.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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